

# CONFLICT RESOLUTION AND THE *ShowPeace* SERIES: An Overview

Conflict resolution is an approach to life. The fundamental concept underlying it is that the skills necessary to get along with others can be learned, practised and perfected. Conflict resolution moves from a subjective view of interpersonal problems to an objective view: It is not just how I see the world or what I want out of a situation; I am also concerned about how other people see the world and what they want. In conflict resolution, there are always two, if not more, sides to every story.

The lessons about conflict and conflict resolution in the *ShowPeace* films can be applied to everyday life—at work, at school and in our families. They can help us reflect on our approach to conflict (*Elbow Room*), the consequences of unmanaged anger (*When the Dust Settles*) and the tendency of some people to become bullies (*Bully Dance*).

Teachers who use *ShowPeace* and the teaching guides can help students learn how to:

- Understand and frame conflict
- Use problem solving (negotiation) as a way through conflict
- Understand and manage anger
- Understand power and power abuse (bullying)
- Identify conflict styles
- Appreciate diversity and differences



The following explores these six key concepts in detail.

1

## UNDERSTANDING AND FRAMING CONFLICT AS INTERESTS, NOT POSITIONS

It is always important to “frame” the conflict. If in *Dinner for Two*, you frame the conflict the lizards have over the “gnat” as intractable, impossible or stupid, you will not be able to see a way to solving the problem. Look at the **interests** of the two parties rather than the positions they take. In other words, ignore the fact that the two lizards are STUCK on keeping the gnat all for themselves, and identify what lies underneath their **position**, i.e., they both want something to eat. The frog frames the conflict in this way and is able to bring the parties together to resolve the situation.



2

## USING PROBLEM SOLVING AND NEGOTIATION TO WORK THROUGH CONFLICT



Since conflict resolution views conflicts as problems that can be solved, it is only natural that typical problem-solving techniques are used to sort through issues. In the film *Elbow Room*, we see the problem-solving or negotiation approach at work. The following FOUR steps to problem solving have been applied to young children in playground disputes as well as difficult dilemmas in the corporate board room:

# CONFLICT RESOLUTION AND THE *SHOWPEACE* SERIES: An Overview

## FOUR STEPS TO PROBLEM SOLVING

1. Identify the problem. What are the “interests” of each party, i.e., what does each party want?
2. Involve all parties in stating their interests and listening to the other side.
3. Generate options, as many as possible, that will accommodate both parties’ interests.
4. Choose the best option and get agreement on the choice.

## 3

### UNDERSTANDING AND MANAGING ANGER

As human beings we are wired to feel anger when threatened, since this emotion gives us the necessary fight response (adrenalin) that we need to overcome the threat. However, many of us are unnecessarily angry, and in fact, we misconstrue many situations as threatening when they are not. Such is the case in *When the Dust Settles*, when one of the gophers construes a careless neighbour as a threat, and an angry and destructive “war” ensues. To manage our anger, we need to manage our perceptions of threat.



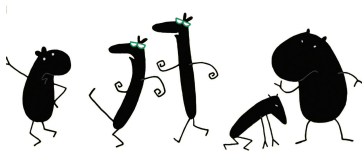
Anger management teaches us to:

1. Identify our “triggers” to anger—what situations make us angry.
2. Identify our “anger cues” or physical response to anger, such as a flushed face, slurred speech and upset stomach.
3. Build a “feelings” vocabulary that helps express feelings other than anger.
4. Focus on a problem-solving approach to difficulties rather than a getting even or I-win-you-lose approach.

Some anger management programs also focus on the value of anger and when it is ok and appropriate to get angry.

## 4

### UNDERSTANDING BULLYING



“Bullying” is a term that has been widely used to describe behaviour that INTENTIONALLY causes frequent harm to an individual. It can include violent behaviour but can also include actions such as teasing, taunting and social exclusion. Typical conflict resolution approaches (as described above) DO NOT apply in cases of bullying, since trying to understand an issue based on what the bully wants (interests) will not help the victim. The bully simply wants to dominate and control. The film *Bully Dance* and the teaching guide provide insight into this difficult problem.

## 5

### IDENTIFYING CONFLICT STYLES

Our approach to conflict is individual. Some of us take a very competitive and sometimes aggressive approach, while others avoid conflict at all costs. Identifying our personal style and thinking about alternatives open up our eyes to other possibilities. *Elbow Room* demonstrates four distinct styles to approaching the same conflict.

# CONFLICT RESOLUTION AND THE *SHOWPEACE* SERIES: An Overview

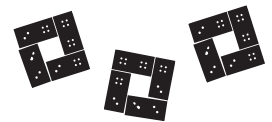
1. A **COMPETITIVE** style looks at conflict as a fight where I WIN and YOU LOSE. Not interested in looking at the other point of view, unless it is to learn ways to gain advantage.
2. An **AVOIDANCE** style looks at conflict as something to avoid at all costs. Not interested in looking at the other's point of view or examining his or her own, the avoider tries to escape the uncomfortable situation that conflict creates.
3. A person with an **ACCOMMODATING** style is interested in what the other person wants and is likely to sacrifice her or his own wishes. Sometimes referred to as YOU WIN/I LOSE style.
4. A **COLLABORATIVE/COMPROMISING** style looks at conflicts as problems that can be solved by taking both parties' interests into account. Collaborators usually try negotiation **FIRST**.

Most discussions about conflict styles include reflections on the validity of each style, depending on the circumstance. The important lesson is that individuals have a **CHOICE** and do not need to fall into the same conflict orientation.

## 6

### APPRECIATING DIVERSITY AND DIFFERENCES

**Dominoes** and **Tête à Tête à Tête** illustrate that conflict doesn't occur in a vacuum. Our cultural and family backgrounds and physical aptitudes play an enormous role. **Dominoes** shows how we need to adapt to an increasingly diverse world, and in conflict situations we must look deeper into what our commonalities are and learn new ways to accept and appreciate differences.



**Tête à Tête à Tête** suggests that while our decisions sometimes create conflict, they still have to be made! Teenagers have to disagree with their parents on occasion to form their own identity. However, **Tête à Tête à Tête** is not simply about having a mind of your own; it explores how individuals are still “connected” and must exercise their individuality within an increasingly interdependent world.



#### Summary

Learning how to solve conflicts well is an essential life skill. Studies show that children who develop good interpersonal problem-solving techniques will transfer these skills to other aspects of their lives, giving them tools they need to live successfully. The **ShowPeace** films help demonstrate—in a lighthearted way—many essential life lessons.

From dealing with a child's first NO! to coping with teenagers fighting for their identity, parents have an important role to play in encouraging positive ways to respond to family conflict. Continually reacting to conflict with anger, violence, verbal put-downs or avoidance can be devastating for children. The good news is that every family can learn better ways to work through conflict, and this "conflict competence" can go a long way in helping children resolve problems inside and outside the home. Here are some ways parents may use the **ShowPeace** series. Try to make the family follow-up to the film enjoyable, not overly classroom-like or preachy: *using humour (and bringing out the popcorn) always helps!*

## DEALING WITH ANGER



**When the Dust Settles** demonstrates what happens when we don't control our anger. This film may apply to young children or teenagers (or their parents) who "explode" when provoked. Parents can ask questions at the end of the film such as: *What happened to their homes when the gophers got angry? What happens at our home when one of us explodes? What do we get angry about at our house? What do you think would help prevent the explosions at our home? How did the gophers make peace? Do we have ways to make peace in our family? What are they?*

## LEARNING TO COMPROMISE

**Dinner for Two** demonstrates how conflicts over very small things (like toys, food) can get "stuck" and escalate. It also demonstrates how we can learn to compromise or give and take in a conflict situation. After watching the film together, ask children: *If the frog in the film could talk, what do you think he'd be saying to the lizards? What everyday things do we fight about in our house? What could each of us "give" to make the situation better?*

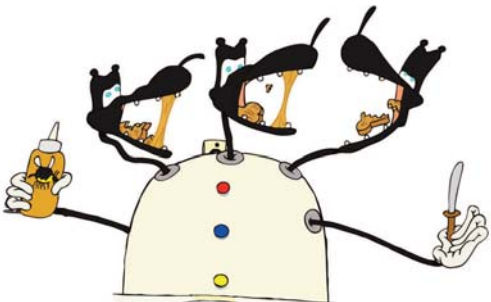


## IDENTIFYING CONFLICT STYLES

**Elbow Room** reveals common ways conflict is handled and offers "negotiation" (or finding a solution that everyone can live with) as the best way through conflict. While watching the film, ask children to identify the different ways of dealing with conflict they see: RETREAT, DENIAL, AGGRESSION and NEGOTIATION. After viewing, ask them to think of a recent conflict in your home and then ask: *In what way (RETREAT, DENIAL, AGGRESSION OR NEGOTIATION) do you respond to conflict in our family? What happens when you respond that way? What other ways might work better? Can the situation be negotiated? What would a win-win solution look like?*



## RESPECTING INDEPENDENCE



**Tête à Tête à Tête** highlights the ways that we're all "connected" but at the same time need to think for ourselves. After watching the film, ask: *At times, do some of us in the family want to do our own thing? What should we do in these situations? In our family, why is it important to think for ourselves? Why is it important sometimes to also consider what everyone else wants?*

## CONFRONTING BULLYING BEHAVIOUR

**Bully Dance** depicts the damaging results of bullying and the roles everyone can play in peer abuse. Bullying can arise at home, at school or at work. It's very important after watching the film to emphasize the difference between regular conflicts that your children may have with their peers and bullying. Conflict is about differences of opinions and/or incompatible goals—bullying occurs when one person (or group) systematically, intentionally and with great frequency sets out to harm another person (or group). Encourage your child to recognize dominant aggressive behaviour like bullying for what it is and not to confuse it with conflict. Ask: *Have you ever seen this type of behaviour in your school? How often? What roles do you see? (i.e., victim or target, bully, bystander). What happens to the bully at your school? What happens to the target? What role do you play?*



\*If your child has witnessed, perpetrated or experienced bullying, talk to your child's teacher and/or read background materials provided in the guide to help you decide upon appropriate action.

## ACCEPTING DIFFERENCES

**Dominoes** explores diversity and our tendency to exclude those whom we perceive as different. After watching the film together, ask: *How did you feel when you saw the round-headed domino trying to fit in? How do you think the round-headed domino is feeling? Why do you think the group of squareheads did not want to include the roundhead? Is there anyone you know at school or in our family who seems different and has difficulty fitting in? What do you have in common with this person? Can we find something in common with everyone?*



# BULLY DANCE

## Teacher's guide and student worksheets

### BACKGROUND FOR TEACHERS

**WHAT IS BULLYING?** Bullying is the repeated intimidation of another person. Bullies look for signs of weakness in their victim (or target) and use social status, superior size or peer influence to establish and maintain power. Bullying behaviour includes excessive teasing, put-downs, threats, violence, social exclusion and defamatory gossip. Girls tend to use the latter two forms of bullying, boys the former, but the impact on victims is very similar. Children who are bullied can experience fear, social alienation, low self-esteem and even depression.

It is important to determine if a particular situation actually involves bullying. Not every conflict on the playground represents bullying, nor is every act of aggression or social exclusion a result of it. Some children push or shove to get something they want, not to prove their dominance over another; likewise, some children choose not to play with others simply out of preference, not because they seek to isolate another child. Students in a typical conflict want the differences or "issues" resolved so that they can keep on playing. A bully is not interested in resolving differences; the bully's only "issue" is power over the other child, and the bully uses differences only as opportunities to reinforce that power.

Beginning a discussion about bullying may be difficult at first: victims will not likely come forward in a classroom situation for fear of being further ostracized. Teachers and discussion leaders can prepare by previewing the film and by reading or thinking about the issue of bullying.

### TEACHING IDEAS FOR GRADES 4-10

#### Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

#### Focus

Students will learn to identify and recognize the negative consequences of bullying behaviour and learn strategies that will prevent or minimize it.

#### Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way

# Bully Dance



## Lesson

Duration: One 75-minute lesson or two 40-minute lessons

### Teacher preparation

- View the film **Bully Dance** with the discussion questions and/or Worksheets 1, 2 and 3 (pages 4, 5 and 6) in hand. Write down your own observations and add any questions/comments not included in the discussion or student worksheet below.
- Photocopy Worksheets 1, 2 and 3 for students.
- Order a DVD projector for the classroom.

### Learning objectives

Students will:

1. Learn a definition of bullying.
2. Identify bullying behaviour in the film **Bully Dance** and in their own lives.
3. Understand the role of bystanders in the bullying dynamic.
4. Identify three strategies for targets that may help prevent/end the bullying.
5. Recognize that bullies can change their behaviour.



### Activities

#### A. Previewing Activities

1. **DEFINE BULLYING**—Write “BULLY” on the board and ask for definitions from the class. After gathering 4 or 5 definitions, suggest that a bully is someone who “repeatedly picks on someone else (usually called a ‘target’) and makes that person’s life very difficult.” Elicit specific examples of bullying behaviours that are REPEATEDLY inflicted on the target (such as hitting, teasing, harassing, racial slurs, threatening, stealing, etc.), and write the students’ ideas on the board. Add ‘turning everyone against someone’ or ‘spreading mean rumours’ if the notions of social exclusion and gossiping do not arise.

2. Ask students to complete the quiz on Worksheet 1 or give the quiz orally:

#### TRUE OR FALSE?

- a) Boys bully far more than girls.
- b) Bullying usually happens when other people are around.
- c) Always leaving someone out of a group is a type of bullying.
- d) Going to the teacher to help deal with a bully always makes things worse.
- e) People who bully can change the way they behave.
- f) Kids who are “cool” will not be bullied.
- g) Most people find it unpleasant to observe bullying.

*Review the answers:*

- a) False. Girls bully almost as much as boys on the playground.
- b) True. Bullies like to show off their ability to get someone to do or say what they want. Bullying behaviour happens in the classroom, in the hallways and on the playground.
- c) True. Children who are continually left out of a group feel bullied.
- d) False. Sometimes getting help from a teacher or a principal is the only thing that will stop the bullying behaviour. A bully has too much power: he or she needs someone who is really in power to intervene.
- e) True. Children who bully can be taught to have positive relationships; they can learn to develop sympathy for others.
- f) False. Anyone can be bullied.
- g) True. According to a 1993 study by Zeigler and Pepler, 90% of children report that they find it unpleasant to observe bullying.

# Bully Dance



## B. View *Bully Dance*

### C. Post-viewing activities

1. After viewing the film, ask the students about the outcome of the film.  
*Was the situation worked out? Did the bully learn a lesson? Will the victim feel safe now?*
2. Look at the list the students made earlier on the board, and have them identify the exclusion behaviours at the end of the film. Who is likely to be the next victim?
3. **ROLE OF BYSTANDERS:** Suggest that there are at least three components to a bullying dynamic (or situation): the bully, the target and the bystander. Ask students to define “bystander” and write it on the board. Then have students watch the film again with Worksheet 2 in hand to identify bystanders in the film and suggest interventions.

#### Review of Worksheet 2

- Go over the students’ answers.
  - Ask students to list all the bystanders in the film who might have stopped the bullying behaviour (e.g., teacher, other kids, parents). *Why didn't they stop the bully? (They were afraid, they didn't notice, they were bullies themselves like the parents, etc.)*
  - When the students watched the film again, scene by scene, did they find ways that the bystanders could have changed their actions in order to stop the bully? What were they?
  - Point out that bystanders can do something, even if they don't want to intervene individually (for fear of being the bully's next target). They can, as a group, call a teacher.
4. **STRATEGIES FOR THE TARGET (or VICTIM):** Explain to students that “victims” or “targets” often suffer in silence and think there is nothing they can do. Ask students to list reasons why victims don't act.

Explain that victims can be taught to **ACT**. Write the following on the board to demonstrate.

**AVOID:** Avoid being alone with a bully.

**CALL FOR HELP:** Ask a teacher or other adult to intervene.

**TAKE A STAND:** Use humour or assertiveness, for example.

**EXPLORING STRATEGIES FOR THE TARGET:** Explain that students are going to explore ways that targets of bullying can **ACT**. Have everyone do Worksheet 3 to come up with **ACT** strategies, and follow up with a discussion by asking students to share their ideas with the group. As a class evaluate the new strategies by how well they worked to stop the bullying and how safe the victim will likely be in the future.

Extension or alternative activity: Instead of completing Worksheet 3, students can get into groups of 2 and “improvise” a dialogue using some alternative strategies. Follow up with a discussion.

5. **RE-FOCUSING THE CHILD WHO BULLIES:** Ask students if they think bullies can change. Suggest that students can learn to stop bullying by learning the **STOP** strategies below. Write them on the board:

**STOP** the bully behaviour immediately, no excuses.

**TAKE** responsibility and think of ways to make amends to the victim.

**OPEN** your mind to **NEW** ways to act, focus on what you can do in school to help, not hurt others.

**PREVENT** situations that may cause you to start bullying again; find friends that like to have fun, not ones that like to hurt other kids.

Have students write a letter to the bully in *Bully Dance*, with at least three suggestions for ways he/she could take responsibility or make amends.

## D. Closing Reflections

In small groups, have students brainstorm ten ways they can be positive leaders at school (doing things that help, not hurt others).

### Suggested assessment and evaluation

- Completion of worksheets.
- Participation in large group discussions.
- Evaluation of worksheets and closing reflections exercise to determine if learning objectives (page 2) were successfully met.



# Bully Dance



Name: \_\_\_\_\_

## Worksheet

1

Test your knowledge about bullying.

### TRUE OR FALSE?

a) Boys bully far more than girls.

True

False

b) Bullying usually happens when other people are around.

True

False

c) Always leaving someone out of a group is a type of bullying.

True

False

d) Going to the teacher to help deal with a bully always makes things worse.

True

False

e) People who bully can change the way they behave.

True

False

f) Kids who are "cool" will not be bullied.

True

False

g) Most people find it unpleasant to observe bullying.

True

False



# Bully Dance



Name: \_\_\_\_\_

## Worksheet 2

### ROLE OF BYSTANDERS

1. In a bully situation, what do we mean by the word “bystander”?

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2. List all the bystanders in the film who might have stopped the bullying behaviour.

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3. Why do you think they didn't try to stop the bully?

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4. Look at the film again, scene by scene, and suggest at least three things bystanders could have done to stop the bully.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Extension:

Have you ever been a bystander? What did you do? Would you do anything differently if it happened again?

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# Bully Dance



Name: \_\_\_\_\_

## Worksheet

3

### LEARNING TO ACT AGAINST BULLYING

1. Targets of bullying can learn to **ACT**:

A stands for

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C stands for

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T stands for

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2. Recall the lunch room scene from **Bully Dance**. Write a short dialogue to demonstrate how the victim might have used one of the **ACT** strategies to change the scene.

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3. Evaluate the new strategies by how well they worked to stop the bullying and how safe the victim will likely be in the future.

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# Dinner for Two



## Teacher's guide and student worksheets

### BACKGROUND FOR TEACHERS: WHAT IS CONFLICT RESOLUTION?

Conflict resolution refers to processes, techniques and orientations that move conflicting parties to a satisfactory and non-violent resolution of their issues and concerns. Constructive conflict resolution requires an awareness and respect for one's own needs and interests, as well as an ability to understand the needs and interests of those whose actions or desires conflict with our own (empathy). It requires emotional intelligence: the ability to understand and manage our emotions; and it involves problem-solving skills: the ability to create options that will meet the needs of everyone involved. According to research, empathy, emotional intelligence and problem solving—the skills that make up conflict resolution—can be learned, and the impacts of learning this approach to life are long term. Schools are in a unique position to offer young people opportunities to learn and practise conflict resolution, and several programs and curricula have been developed to this end. The film *Dinner for Two* demonstrates key concepts of conflict resolution in an engaging and entertaining way.

### TEACHING IDEAS FOR GRADES 4–10

#### Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

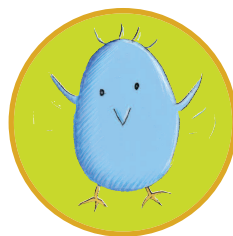
#### Focus

Students will learn to identify and recognize the negative consequences of becoming “stuck in conflict” and learn strategies that will help them understand and resolve conflict.

#### Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way



# Dinner for Two



## Lesson

Duration: One 75-minute lesson or two 40-minute lessons

### Teacher preparation

- View the film **Dinner for Two** with the discussion questions and/or Worksheet 1 and 2 (pages 4 and 5) in hand. Write down your own observations and add any questions/comments not included in discussion or student worksheets.
- Photocopy Worksheets 1 and 2 for students.
- Order a DVD projector for the classroom.

### Learning objectives

Students will:

1. Identify characteristics of conflict and recognize negative and positive consequences of conflict.
2. Explore ways to change the progression of the conflict BEFORE it does damage.
3. Understand the difference between competition and cooperation in interpersonal relationships and learn the benefits of cooperation.
4. Recognize different roles played out in conflict (disputants, bystanders, mediators).

## Activities

### A. Previewing Activities

1. WHAT IS CONFLICT? WORD ASSOCIATION ACTIVITY: Write “conflict” on the board or chart paper and ask the class to think of as many words as possible to describe conflict. Record all responses. Ask if these words indicate **positive** or **negative** associations with conflict (most groups will say “negative”) and then ask the group to think of some positive reasons to have conflict and how sometimes a conflict can make things better.
2. Ask students to think of (or draw a picture of) a conflict they had recently with a classmate, friend, sibling, parent, etc. Then ask: *What was the outcome of the conflict? (Was it bad or good?) If it ended badly, did you feel like you lost something important? What was it that you lost? If it ended well, why do you think things worked out? Was there someone else who helped sort things out? Did someone decide to apologize? Did the situation become unimportant for some reason?*

Explain that **Dinner for Two** dramatizes a conflict and ways to work it out.



### B. View *Dinner for Two*

### C. Post-viewing activities

#### 1. CHANGING THE DIRECTION OF CONFLICT

Ask younger viewers to retell the story to determine which elements they caught and which ones they may have missed. After you are certain that everyone understands the story, explain that some things may have been done differently, even before the frog came along, to change the outcome of the conflict to a more positive one. Have students break into groups of two to complete Worksheet 1.

You may ask students to use role-playing to create dialogue for the events in the video or to write dialogue down without role-playing. After students complete Worksheet 1, get together as a class and share how their changes would have affected the story and changed the direction of the conflict.

# Dinner for Two



## 2. COMPETITION VERSUS COOPERATION

Write the following on the board or chart paper:

|   |   |
|---|---|
| COMPETING:<br>I Win/You Lose<br>“My way or the<br>highway.” | COOPERATING:<br>I Win/You Win<br>“Let’s both try to get<br>what we need!” |
|---|---|

Ask the group to give examples of competition and cooperation in the rain forest and/or in everyday life (in the classroom, on the playground, in sports, in the family). Then lead the class in exploring the benefits/downsides of competition and cooperation. Point out the dilemma the chameleons face when they limit themselves to competition. (The more they compete, the more they lose!) *Were there opportunities for the chameleons to reach a cooperative solution before the frog intervened? Why didn't the chameleons take advantage of them? What are some reasons that people might get stuck in a losing situation?*

Have students complete Worksheet 2 (as a writing or role-playing exercise). Afterwards, as a class share the results of their “cooperative” role-play. (You could ask them to perform the role-plays for the whole group to see what win/win solutions were possible.)

## 3. CONFLICT ROLES

Show the film a second time, asking the group to observe all the parties directly or indirectly involved in the conflict. Ask: *Which animal(s) played the roles of disputant (individual in conflict); innocent victim; town crier/gossip; opportunist; on-looker; mediator (someone who tries to help others sort out a “win/win” solution)?*

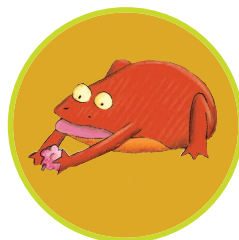
Ask students to think of a real conflict in which they have been involved and/or have them to write a reflective paragraph on the role they normally play in a dispute. *Is it a role that fuels the conflict, maintains it or helps resolve it?*

### D. Closing reflections

Ask students to hand in worksheets and to regroup for a closing discussion. Invite students to share one thing they learned from the film about conflict and/or conflict resolution.

### Suggested assessment and evaluation

- Completion of worksheets.
- Participation in previewing activities.
- Participation in large group discussion.
- Evaluation of worksheets and reflective discussion to determine if learning objectives were successfully met.



# Dinner for Two



Name: \_\_\_\_\_

## Worksheet **1** Re-directing Conflict

1. Divide the first four scenes of the film **Dinner for Two** into “scenes” or “action points” and label the scenes according to the main action points in the film.

SCENE ONE

SCENE TWO

SCENE THREE

SCENE FOUR

2. Choose one of the first few scenes (above) and write (or role-play) a 6-line dialogue between the two chameleons. What might they be saying to each other?

SCENE

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

3. Now, re-write the scene above or role-play a NEW dialogue, using DIFFERENT words that may help to CHANGE the outcome of the conflict and RESOLVE the conflict to everyone's satisfaction.

SCENE

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

CHAMELEON 1:

CHAMELEON 2:

Summary:

What things can you do and what words work best to help STOP conflict from getting out of control? Write your response on a separate piece of paper or on the back of this worksheet.

# Dinner for Two



Name: \_\_\_\_\_

## Worksheet 2 Cooperation and Competition

COMPETING:  
I Win/You Lose  
"My way or the  
highway."

COOPERATING:  
I Win/You Win  
"Let's both try to get  
what we need!"

Consider the following situation:

**You leave your place in the lunchroom line-up to help a younger child open the door. When you return, one of your classmates refuses to let you back in the line.**

Role-play or write down a dialogue that might happen between you and the classmate. First, use a competitive (I win/you lose) approach, then use a cooperative (I win/you win) approach. Try your best to come up with a workable WIN/WIN solution.

### COMPETITIVE DIALOGUE:

CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_

### COOPERATIVE DIALOGUE:

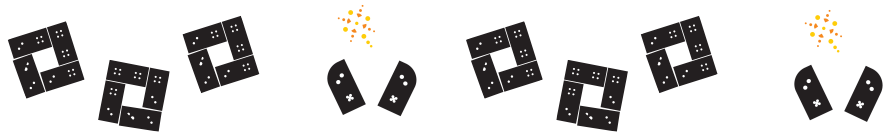
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_  
CLASSMATE: \_\_\_\_\_  
YOU: \_\_\_\_\_

Were you able to get to a win/win solution? What are the difficulties?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# DOMINOES



## Teacher's guide and student worksheets

### BACKGROUND FOR TEACHERS: WHAT IS CONFLICT RESOLUTION?

Canadian schools reflect a country that is more and more culturally diverse. In addition to Aboriginal people and the founding British and French, there are a wide variety of ethnic groups in Canadian schools. According to the 2001 census, 18.4 per cent of the population was born outside Canada, the highest figure in the past 70 years. (*Ethnic Diversity Survey: Portrait of a Multicultural Society*, p. 1) In addition, many of the newest immigrants and their children are from non-European countries, adding to the ethno-cultural make-up of the country and making Canada one of the most ethnically diverse nations in the world.

Schools have much to contribute toward encouraging understanding and promoting positive relations among the varied ethnic groups in Canada. The film **Dominoes** can introduce the idea of diversity and help to promote tolerance and acceptance of differences in the classroom. Some educators may extend the idea of diversity to include gender differences, differences in sexual orientation and differences in physical abilities. As the film uses non-gendered animated characters, **Dominoes** can be used to explore these aspects of diversity as well.

The words *tolerance* and *acceptance* are interpreted differently throughout diversity literature. For the purposes of this guide, we are considering “tolerance” as the absence of discrimination, and “acceptance” as moving beyond mere tolerance to accepting the individual into our lives as friends and colleagues. Specific definitions of discrimination and tolerance are included below in the lesson plan and the worksheet.

### TEACHING IDEAS FOR GRADES 4–10

#### Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

#### Focus

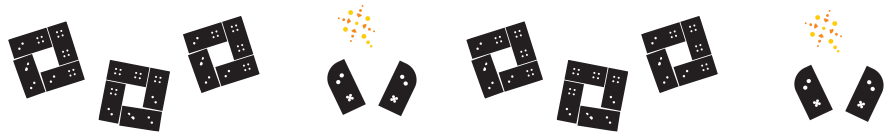
When we choose to accept/accommodate differences, we create a better AND more interesting world.

#### Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way

# DOMINOES



## Lesson

Duration: 45 minutes

### Teacher preparation

- View **Dominoes** with the discussion questions and/or Worksheet 2 (page 7) in hand. Record your own observations and add any questions/comments not included in discussion or student worksheet.
- Photocopy Worksheets 1 and 2 for students.
- Order a DVD projector for the classroom.

### Learning objectives

Students will:

1. Identify similarities and differences that they have with EVERYONE in the classroom.
2. Learn the words: *discrimination, tolerance, acceptance*.
3. Identify ways the group eventually TOLERATED AND ACCEPTED the “roundhead” into the group and reflect on the results of this.
4. Apply the lesson of the film (that when we choose to accept/accommodate differences, we create a better AND more interesting world) to everyday classroom/school yard conflicts.

## Activities

### A. Previewing Activities

1. Hand out the survey **Search for someone who...** (Worksheet 1)
2. Have students walk around the room and get signatures of classmates who fit the description on the worksheet. The goal is to get as many signatures as possible.
3. Sit down in large group to share results.
4. When the children are seated, you can compile the results by writing each item from the survey on the board or flip chart and asking students to share the names of the children they found who fit under that list. For example, write down “Middle Children” on the board and students will offer names of “Middle Children” to the list, based on the results of their research.
5. By looking at the results on the flip charts/board, establish together that everyone in the classroom has something in common with at least one other person and that everyone also has something different about them.
6. Introduce the idea that sometimes we tolerate differences and sometimes we discriminate against people who are different. The film will explore this in more detail.

### B. View *Dominoes*

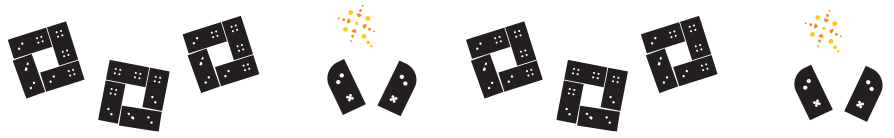
### C. Post-viewing activities

After watching the film, have students identify the key actions or plot points by asking them to outline, action by action, what happens in the film. (Focus on what happens from the round-headed domino's point of view.)

#### 1. Plot Summary or “ACTION POINTS”:

- Round-headed domino wants to fit in.
- The rest of the group rejects the roundhead.
- Roundhead keeps trying until one of the square-headed dominoes plays with the roundhead.
- Then, the rest of the group finds out and they reject the roundhead AGAIN and the squarehead joins the group.
- The roundhead becomes angry and violent.
- Eventually the squareheads find a way to tolerate the roundhead and accept him into the group.
- They then create some great NEW ways to share their dots.
- At the end, more and more different shapes want to fit it in, and the process continues.

# DOMINOES



## 2. Large group discussion

Ask students more in-depth questions listed below or have them complete Worksheet 2.

- How did you feel when you saw the round-headed domino trying to fit in?
- How do you think the round-headed domino is feeling?
- Why do you think the group of squareheads did not want to include the roundhead?
- Ask the students to look up definitions (or give them definitions) of **discrimination, tolerance/acceptance**.

### DEFINITIONS

**Discrimination** is different treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, religion, age or disability.

**Tolerance/Acceptance** is an attitude that implies the acceptance of others who may be different from us in skin colour, dress, physical or mental ability, thinking and behaving.

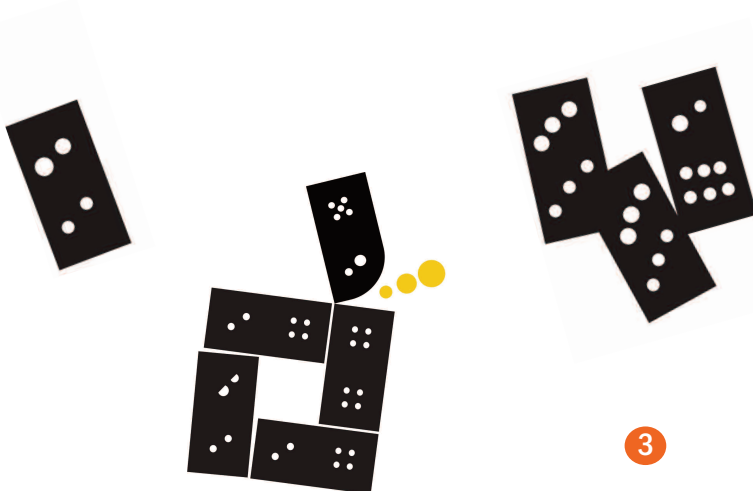
- Is the roundhead discriminated against? What happens to the roundhead when it is discriminated against?
- What happens to the rest of the group when they can't accept the roundhead?
- What happens when the group tolerates and accepts the roundhead into the group?
- How does this acceptance benefit the roundhead, and how does it benefit the rest of the group?
- Discuss how diversity can make life more interesting and creative.

## D. Closing reflections

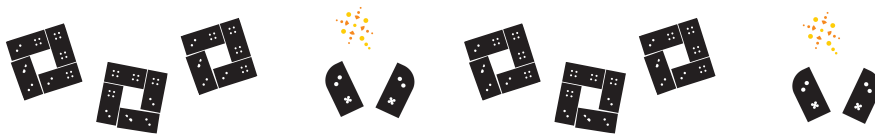
- Ask students to hand in worksheets and to re-group for a closing discussion.
- In large group, ask students to each **share one thing** they learned from the film and/or ask them write a **reflective paragraph** that addresses the questions: *Why are tolerance and acceptance important in the classroom? How do we make sure that there is tolerance and acceptance of differences in the classroom?* Students may complete and hand in at the end of class or for homework.

### Suggested assessment and evaluation

- Completion of worksheet.
- Participation in previewing activity.
- Participation in large group discussion.
- Evaluation of worksheets and reflective discussion/paragraph to determine if learning objectives were successfully met.



# DOMINOES



## Extension

Teachers who wish to explore the diversity issue beyond the classroom to larger society may choose the Extension Activity below.

### Learning objectives

Students will:

1. Distinguish between someone with similar and dissimilar characteristics to their own.
2. Identify common traits/threads that connect all people.
3. Discover examples of discrimination in Canada or globally.

### Materials and Resources

- Newspapers etc. that include sections/photos on international issues.
- Gather photos from Web sites like OXFAM, AMNESTY INTERNATIONAL, UNESCO, which offer free photos to download from around the world.  
Example: <[www.oxfam.org.uk/applications/blogs/photos](http://www.oxfam.org.uk/applications/blogs/photos)>.

### Activities

Explain to the class that discrimination, tolerance and acceptance are large issues in today's world. Hand out newspapers, magazines, or photos from the Web that show a large number of different ethnicities, etc., who may be poor, hungry, etc.

Ask students to:

- Cut out a photo of someone who you think is most like you.
- Cut out a photo of someone who you think is not at all like you.
- With the rest of the class, arrange your two photos into a large collage and hang it on the bulletin board.

Explain that the large collage represents global society and although everyone may look different, there are a lot of ways that people are the same.

Ask students:

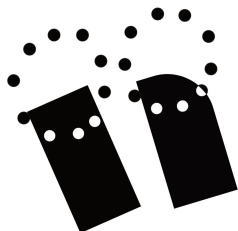
- To identify common traits.
- To identify differences in wealth, safety, opportunity for jobs, housing etc.
- *In what ways are people discriminated against in Canada and/or in other countries throughout the world? How does that affect them in their everyday lives (for instance, their jobs, houses, education, human rights and safety)?*
- *What ways can tolerance and acceptance help change things?*

### Closing reflections

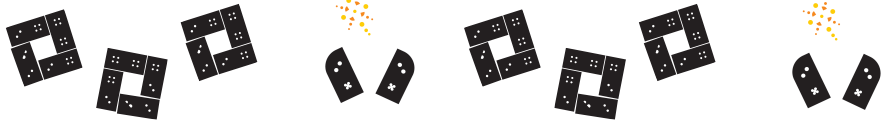
Ask students to identify discrimination in their own lives at school and at home and provide at least two ways that tolerance and acceptance could be demonstrated. Students may choose to do this as a journal exercise that is only shared with the teacher.

### Suggested assessment and evaluation

- Participation in collage creation and in larger group discussion.
- Evaluation of closing reflection exercise to determine if learning objective was successfully met.



# DOMINOES



Name: \_\_\_\_\_

## Worksheet **1** Search for someone who...

1. is the "middle child" in their family.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. speaks a language other than English.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. has been on an airplane.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. has brown eyes.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. has blue or green or hazel eyes.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

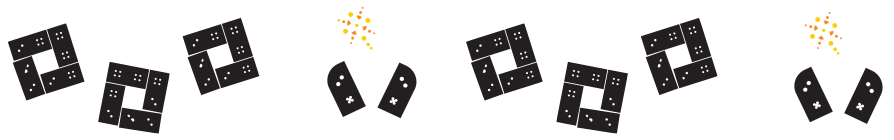
6. walks to school.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. takes a bus to school.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# DOMINOES



8. has a grandparent who is still alive.

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. is the oldest child in the family.

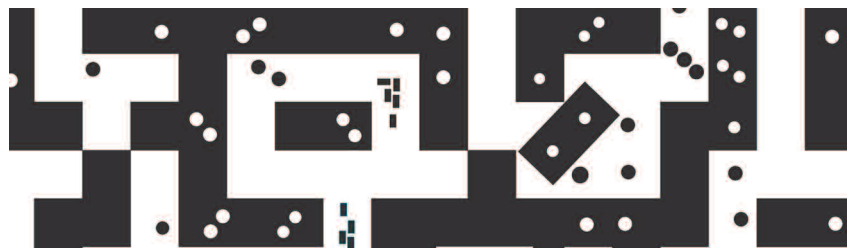
Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. is the youngest in the family.

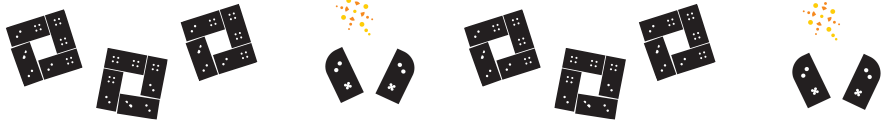
Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. remembers something that happened to them before they were 5 years old (write signature(s) and what it is they remember).

Signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# DOMINOES



Name: \_\_\_\_\_

## Worksheet 2

1. How did you feel when you saw the round-headed domino trying to fit in?

\_\_\_\_\_

2. How do you think the round-headed domino is feeling?

\_\_\_\_\_

3. Why do you think the group of squareheads did not want to include the roundhead?

\_\_\_\_\_  
\_\_\_\_\_

4. Write definitions for **discrimination** and for **tolerance** and/or **acceptance**. Put into your own words:

**Discrimination is:** \_\_\_\_\_

\_\_\_\_\_

**Tolerance/Acceptance is:** \_\_\_\_\_

\_\_\_\_\_

5. Is the roundhead discriminated against? Explain.

\_\_\_\_\_  
\_\_\_\_\_

6. What happens to the rest of the group when they can't accept the roundhead?

\_\_\_\_\_  
\_\_\_\_\_

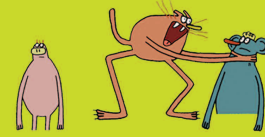
7. What happens when the group tolerates and accepts the roundhead into the group?

\_\_\_\_\_  
\_\_\_\_\_

8. How does this acceptance benefit the roundhead? How does it benefit the rest of the group?

\_\_\_\_\_  
\_\_\_\_\_

# ELBOW ROOM



## Teacher's guide and student worksheets

### BACKGROUND FOR TEACHERS: WHAT IS CONFLICT RESOLUTION?

“Conflict style” refers to an individual's typical or preferred approach to the management of interpersonal conflict. Our style is influenced by our cultural and family background and our individual psychology. Some people focus on a competitive approach to conflict—they see the other party as an opponent and seek to WIN the fight, even at the expense of the relationship. An accommodating conflict style seeks the opposite. The accommodator tries to preserve the relationship, even at the expense of losing the fight. Another commonly used style is conflict avoidance. Avoiders retreat from conflict whenever possible; they are not highly committed to achieving their personal goals or preserving the relationship if it means facing or dealing with the conflict.

Effective conflict resolution relies on expanding one's repertoire of responses to conflict to also include a collaborative conflict management style, an approach that considers both the relationship and individual goals as important. Collaborators see conflicts as problems that can be addressed through negotiation and/or other cooperative or WIN/WIN processes, and are prepared to work hard to achieve a mutually satisfactory resolution.

The film *Elbow Room* demonstrates four ways of dealing with conflict: **denial**, **aggression**, **retreat** and **negotiation**. Denial and retreat reflect an AVOIDING style, aggression reflects a COMPETING style and negotiation reflects a COLLABORATIVE style. There is a time and place to use each of these. Constructive conflict resolution relies on “choosing” the right conflict style for the right occasion and not responding to every conflict in exactly the same way.

### TEACHING IDEAS FOR GRADES 4–10

#### Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

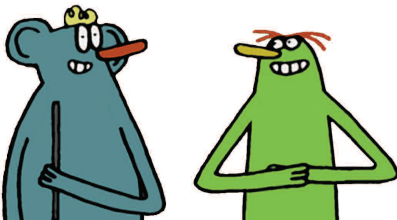
#### Focus

Avoiding conflict or resorting to aggression usually doesn't solve everyday problems, while learning to negotiate our differences is a strategy that often works.

#### Preparing the classroom for cooperative learning

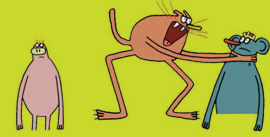
These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way





# ELBOW ROOM



## Lesson

Duration: 45 minutes

### Teacher preparation

- View the film **Elbow Room** with the discussion questions and/or student worksheet (page 4) in hand. Write down your own observations and add any questions/comments not included in discussion or student worksheet.
- Photocopy the worksheet for students.
- Order a DVD projector for the classroom.

### Learning objectives

Students will:

1. Identify 4 different reactions to conflict in the film (retreat, denial, aggression, negotiation).
2. Identify their own reaction to specific conflicts in their life.
3. Identify their conflict style.
4. Learn 4 steps to negotiation.

## Activities

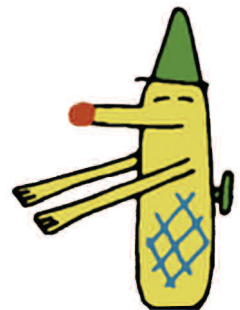
### A. Previewing Activity: Space Wars

1. Before showing the film, suggest to the class that people and nations often fight over *territory*. Write SPACE WARS on the board or flip chart and ask students to think of historical or current fights over territory.

Explain that in everyday life, people often fight over territory as well. Ask students to think of situations in their own life where they have had to “share space” with someone else and it turned into a conflict or a fight. Then divide students into pairs and ask them to share the experiences they have had in trying to share space. After a few minutes of sharing, ask students to regroup and share the SPACE WARS that they have experienced. Once several situations are shared verbally (or listed on the board under SPACE WARS), explain that you are going to read off typical responses to territorial conflict and that students are to raise their hands when the response sounds like something that they would do.

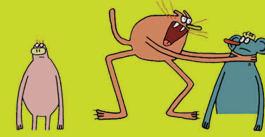
In a conflict over space would you:

- try to ignore the situation?
- start a fight?
- make a joke?
- plot some sneaky revenge?
- call in a parent?
- work out a satisfactory solution?



Then ask students to share which (if any) of the responses helped solve the conflict. Explain that the film **Elbow Room** shows different responses to conflict.

# ELBOW ROOM



## B. View *ELBOW ROOM*

## C. Post-viewing activities

### CONFLICT STYLES

After viewing the film, write RETREAT, DENIAL, FIGHTING and NEGOTIATION on the board and ask the class for examples from the film that demonstrate each of these reactions to the conflict.

Suggest that each of us has our own conflict style—our own way of reacting to conflict. Have students fill in the CONFLICT STYLES survey on the worksheet to see if they can identify their own conflict style. (Before assigning the worksheet exercises, you may read over and discuss with the class the four different conflict styles—TURTLE, LION, TEDDY BEAR, OWL—as described on the worksheet.)

### NEGOTIATION

After students have completed the worksheet, ask them to share their responses with a classmate. Then ask the class to gather in large group to learn more about OWL-like negotiation or WIN/WIN conflict solving. Write the following steps on the board or flip chart under the heading STEPS TO NEGOTIATION or STEPS TO WIN/WIN CONFLICT SOLVING; otherwise, supply the handout (see appendix) or project it on an overhead.

### STEPS TO WIN/WIN CONFLICT SOLVING

1. State clearly what you need or expect.
2. Listen carefully to what the other person needs or expects.
3. Think together of at least three or four ways that everyone can get (most of) what they need.
4. Choose the best option and act on it!

Ask students to choose a partner and to use the STEPS above to role play the scenarios provided in the worksheet “as an OWL would do...”

## D. Closing reflections

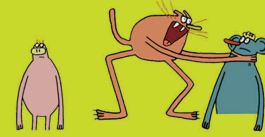
1. Ask students to hand in worksheets and to regroup for a closing discussion. Have students each share one thing they learned from the film and one thing they learned about their own approach to conflict. You may ask students to write a paragraph outlining the advantages to using a negotiation approach to conflict—they could also list some disadvantages.
2. Discuss the following with the class: The OWL style is usually considered to be the best style to use when solving most problems but the other styles are important and useful too. Can you think of situations where it would be better to use a TURTLE, LION or TEDDY BEAR style?

### Suggested assessment and evaluation

- Completion of worksheet.
- Participation in previewing activity.
- Participation in large group discussion.
- Evaluation of worksheets and reflective discussion/paragraph to determine if learning objectives were successfully met.



# ELBOW ROOM



Name: \_\_\_\_\_

## Worksheet What's your style?

Read the situations below. Decide what you would most likely do and circle *a*, *b*, *c* or *d*. Be as honest as possible!

- You and your brother or sister share a bedroom. He or she is always complaining that you're messy and constantly complains about your clothes not being put away. You're tired of the nagging. What do you do?*
  - Ignore him/her and mutter under your breath.
  - Yell at him/her and throw things around to make the room even messier.
  - Clean the room immediately and make sure you always keep things to his/her standard.
  - Ask him/her to talk to you about how you can both enjoy the space you share.
- You're working beside a classmate who hums softly while she works. No one else seems to hear it, but you find it very difficult to concentrate on your work. What do you do?*
  - When leaving class, tell someone else how annoying the person is.
  - Hit her hard on the arm and tell her to stop singing.
  - Tell her that you like her singing.
  - Ask her to stop.
- You're on a crowded city bus and you have just sat down on the last seat available. An adult with a large briefcase sits beside you. He's not aware that the briefcase is half on your lap; you're uncomfortable and wish that he would remove it. What would you do?*
  - Try to ignore your discomfort by thinking of something else.
  - Constantly bump into him so he moves.
  - Move further over in the seat so that he has more room for his briefcase.
  - Explain how uncomfortable the situation is for you and ask him to move his briefcase.

### Analyze your conflict style

Your normal way of handling conflict is called your CONFLICT STYLE. There are four styles most people use:

- A person who always tries to run away from conflict—a TURTLE.
- A person who always FIGHTS when they have a problem—a LION.
- A person who always gives in—a TEDDY BEAR.
- A person who learns to face conflict and uses a WIN/WIN approach without fighting AND without giving in—an OWL.

Are you a TURTLE, LION, TEDDY BEAR or OWL?

- Review your answers circled in the above survey. If you circled “a” to the questions above, you use a TURTLE style, if you circled “b” a LION style, “c” a TEDDY BEAR and “d” an OWL style. Which style do you usually use? Do you use more than one style? Do you use a different style at home than you use at school? If so, why do you think that is the case?

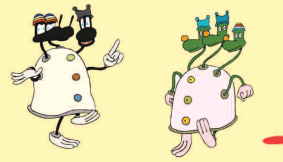
# ELBOW ROOM

## APPENDIX

### STEPS TO WIN/WIN CONFLICT SOLVING

1. State clearly what you need or expect.
2. Listen carefully to what the other person needs or expects.
3. Think together of at least three or four ways that everyone can get (most of) what they need.
4. Choose the best option and act on it!

# Tête à Tête à Tête



## Teacher's guide and student worksheets

### BACKGROUND FOR TEACHERS

The goal of most parents and teachers is to help children move from dependence to independence. However, **Tête à Tête à Tête** challenges us to consider the idea that no one is completely independent and in fact, the human condition, like the ecosystem, is more compatible with the idea of interdependence, where we are both dependent on and independent of others. Like the animated characters in **Tête à Tête à Tête**, we are often “connected at the hip” to others (usually our families), and the challenge in conflict situations is to recognize the basic human condition of interconnectedness or interdependence while still striving for individual expression.

Children need both autonomy, the psychological freedom to live their own lives and make their own choices, and relatedness, the ability to identify with others, build emotional connections and accommodate their lives and their choices within a family, school or community. When a conflict occurs, children need to understand their own needs as well as the needs of others. **Tête à Tête à Tête** explores these ideas in a comical and poignant way.

### TEACHING IDEAS FOR GRADES 4–10

#### Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

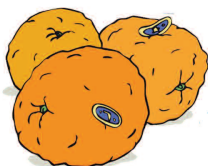
#### Focus

Students will be introduced to the idea that in everyday conflict situations at home and in class, we need to assert our own needs AND we need to understand how our needs connect to the needs of others.

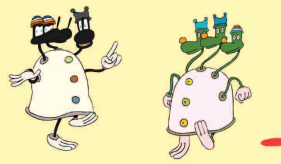
#### Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way



# Tête à Tête à Tête



## Lesson

Duration: 45 minutes

### Teacher preparation

- View the film **Tête à Tête à Tête** with the discussion questions and/or student worksheet (page 5 or 6) in hand. Write down your own observations and add any questions/comments not included in discussion or student worksheet.
- Photocopy the worksheet for students.
- Order a DVD projector for the classroom.

### Materials and resources

1. A large blanket for every 8 students or one sheet of newspaper for every other student.
2. DVD—**Tête à Tête à Tête**.
3. Large group discussion questions (see Activity D) and/or student worksheets.
4. FOR EXTENSION ACTIVITIES: Copy of *Love You Forever* by Robert Munsch and or/lyrics to “I Am a Rock” by Paul Simon.

### Learning objectives

Students will:

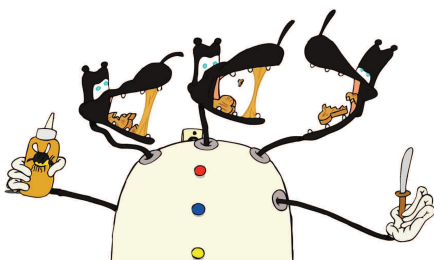
1. Identify the difference between cooperation and competition after playing the game *Everybody is ON the Island*.
2. Identify how the characters rely on each other in **Tête à Tête à Tête**.
3. Describe what happens when one of the characters makes an unpopular choice.
4. Explain why people make unpopular choices and do not tolerate differences.
5. Apply the lesson of the film (that we need each other AND we need to be our own person) to everyday family/classroom conflict situations.

## Activities

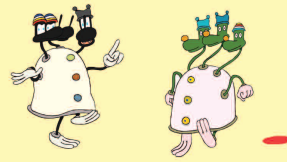
### A. Warm-up to cooperative learning: *Everybody's ON the Island*

After setting up space in the classroom and establishing the ground rules above, you may wish to play this game to enhance a cooperative spirit in the classroom:

1. Ask students to break into circle groups of 8.
2. Explain that while reality TV shows like *Survivor* kick people off the island, in the classroom we want to welcome everyone ON the island.
3. Place a blanket (or 4 sheets of newspaper) in the centre of each circle.
4. Ask students to stand.
5. Explain that the object of the game is to make sure everyone is ON the island (blanket or sheets of newspapers) when you say STOP.
6. Ask students to walk around the blanket until you say STOP and then scramble to get everyone on the blanket.
7. Ask students to divide the blanket (or number of newspapers) in half and then repeat the exercise.
8. Ask the students to divide the blanket (or sheets of newspapers) into half again and repeat.
9. Make sure each group gets everyone ON the island.
10. As a class, ask students to think about the game and the difference between cooperation and competition. Establish that in class discussion and activities, you are encouraging students to cooperate and support each other.



# Tête à Tête à Tête



## B. Warm-up to film

1. Students stand beside each other in groups of 3.
2. They link arms (the person in the middle will have both arms linked, the outer two in the group will each have one arm free).
3. Ask students to sit down (in sync) and with their unlinked hands collectively untie and then tie each of their shoes.
4. See how quickly each group accomplishes this cooperative task.
5. Students describe the difficulties and the benefits of working in threes.
6. Identify strategies that helped them work faster through the difficulties.
7. Explain that in conflict situations we are often not able to solve the problem unless EVERYONE works together.

## C. View *Tête à Tête à Tête*

- Show the film.
- Check to see if students understand that the film title is a play on the French word for head, *tête*, and the expression *tête-à-tête* (a conversation between two people).
- In a large group, ask open-ended questions, such as: *Who was your favourite character in the film? What was your favourite image? What do you think the filmmaker is trying to say?*
- In a large group lead the following discussion by asking students more in-depth questions listed below. (IMPORTANT NOTE: Questions 1-4 are more appropriate for junior grades and questions 4-7 are more suited to intermediate grades. Both groups can discuss number 8.) Or you can divide students into groups of 2 and ask them to fill in the worksheet (page 5 or 6) together.

## D. Large group discussion

1. How do the characters in the film rely on each other in everyday life?
2. What happens in the film when the “Têtes” can't work out their differences?
3. What problems sometime arise in your family or in the classroom when someone decides to make a different (independent) choice from the rest of the group?
4. What problems arise when people think alike and continue to do everything exactly the same as one another?
5. At the beginning, the main characters are completely “in sync” with each other and seem to be of the same mind. Why do you think the third “Tête” gives up this comfortable way of behaving and decides to choose a different hat? Why do you think the others do not immediately tolerate this different choice?
6. Who is responsible for solving the problem of fitting into a classroom or a family? Should the one who is different try harder to fit in, or is it a group responsibility to be more accepting of differences?
7. Should any independent choice someone makes in a family or classroom ALWAYS be respected? What kinds of choices should be tolerated in families and classrooms? What kinds should not?
8. How do the “Têtes” resolve their differences? What can you learn from their approach?



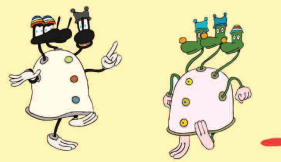
## E. Closing reflections

- Ask students to hand in worksheets and to re-group for a closing discussion.
- In a large group, ask students to each **share one thing** they learned from the film or ask them write **a reflective paragraph** on what they have learned to be handed in at the end of class or completed for homework.

## Suggested assessment and evaluation

- Completion of worksheet.
- Participation in warm-up activities.
- Participation in large group discussion.
- Evaluation of worksheets and reflective discussion/paragraph to determine if learning objectives (page2) were successfully met.

# Tête à Tête à Tête



## Extension

Here is a follow-up lesson for older students or gifted learners.

### Learning Objectives

1. Demonstrate understanding of the human life cycle by identifying dependence, independence and interdependence in worksheet diagram.
2. Identify the dependence, independence and interdependence cycle in the book **Love You Forever**.
3. Identify dependence, independence and lack of interdependence expressed in the lyrics of Simon and Garfunkel's "**I Am a Rock**."
4. Identify the irony found in the song.
5. Apply concepts of dependence, independence and interdependence to their own family lives and explore obstacles to interdependence.

### Materials and resources

- A copy of the book *Love You Forever* for primary/junior grades; lyrics for the Simon and Garfunkel song "I Am a Rock" for junior/intermediate grades.
- Overhead or slide of the LIFE CYCLE sheet (page 7)

### Activities

- Ask students to read "I Am a Rock" silently. Then you can read it (or ask a volunteer) aloud to the whole class. Read *Love You Forever* aloud to younger students.
- Ask open-ended questions such as: *Who do you identify with in the book or song (i.e., who is most like you)? What do you think the author is saying?*
- Define the words DEPENDENCE, INDEPENDENCE, INTERDEPENDENCE as they relate to family life: **Dependent** (needs are totally met by others); **Independent** (needs are mainly met by yourself); **Interdependent** (you meet others' needs and have your own needs met by others).
- Show LIFE CYCLE overhead to describe how dependence, independence and interdependence are a continuous circle throughout our lives, moving from infancy through to adolescence, adulthood and old age.
- Explain how some life stages are often dominated by either DEPENDENCE or INDEPENDENCE. For example, infancy is out of necessity dominated by DEPENDENCE, and adolescence by INDEPENDENCE. Ask the class for examples.
- Ask students to identify these notions in the book or song.
- Identify contradiction found in the song lyrics; i.e., *is the person in the song truly alone—a rock—or does he or she feel pain about wanting to connect to someone? Is anyone truly alone?*

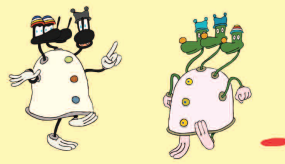


### Closing reflections

Ask students to draw a life cycle of their own families and identify which stage each member of the family is presently in, in terms of dependence, independence and interdependence. Remind them that not all of the cycles relate to age: for example, a seriously ill grandparent living with the family might be considered to be in the dependent stage. Ask students to identify at least two obstacles to interdependence. **Students may choose to do this as a journal exercise that is only shared with the teacher.**



# Tête à Tête à Tête



Name: \_\_\_\_\_

## Tête à Tête à Tête Worksheet (Junior Grades)

1. Describe how the main characters (the three “Têtes”) in the film rely on each other in everyday living. (How do they eat? How do they walk? How do they communicate?)

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2. Why do you think the other “Têtes” do not immediately go along with this different choice of hat?

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3. What happens when the “Têtes” can't work out their differences?

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4. What problems sometime arise in your family or in the classroom when someone decides to make a different (independent) choice from the rest of the group?

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5. How do “the Têtes” eventually work out the problem of the hats? What can you learn from their approach to working out their differences?

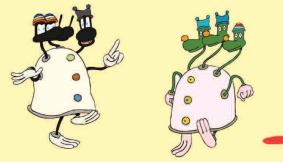
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# Tête à Tête à Tête



Name: \_\_\_\_\_

## Tête à Tête à Tête Worksheet (Intermediate Grades)

1. At the beginning of the film, the main characters are “in sync” with each other and seem to be of the same mind. Why do you think the third “Tête” gives up this comfortable way of behaving and chooses a different hat?

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2. Who is responsible for solving the problem of fitting into a classroom or a family? Should the one who is different try harder to fit in, or is it a group responsibility to be more accepting of differences?

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3. Should every choice someone makes in a family or classroom ALWAYS be respected? What kinds of choices do you think should be respected in families and classrooms? What kinds of choices should not?

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4. How did “the Têtes” eventually work out the problem of the hats? What can you learn from their approach to working out their differences?

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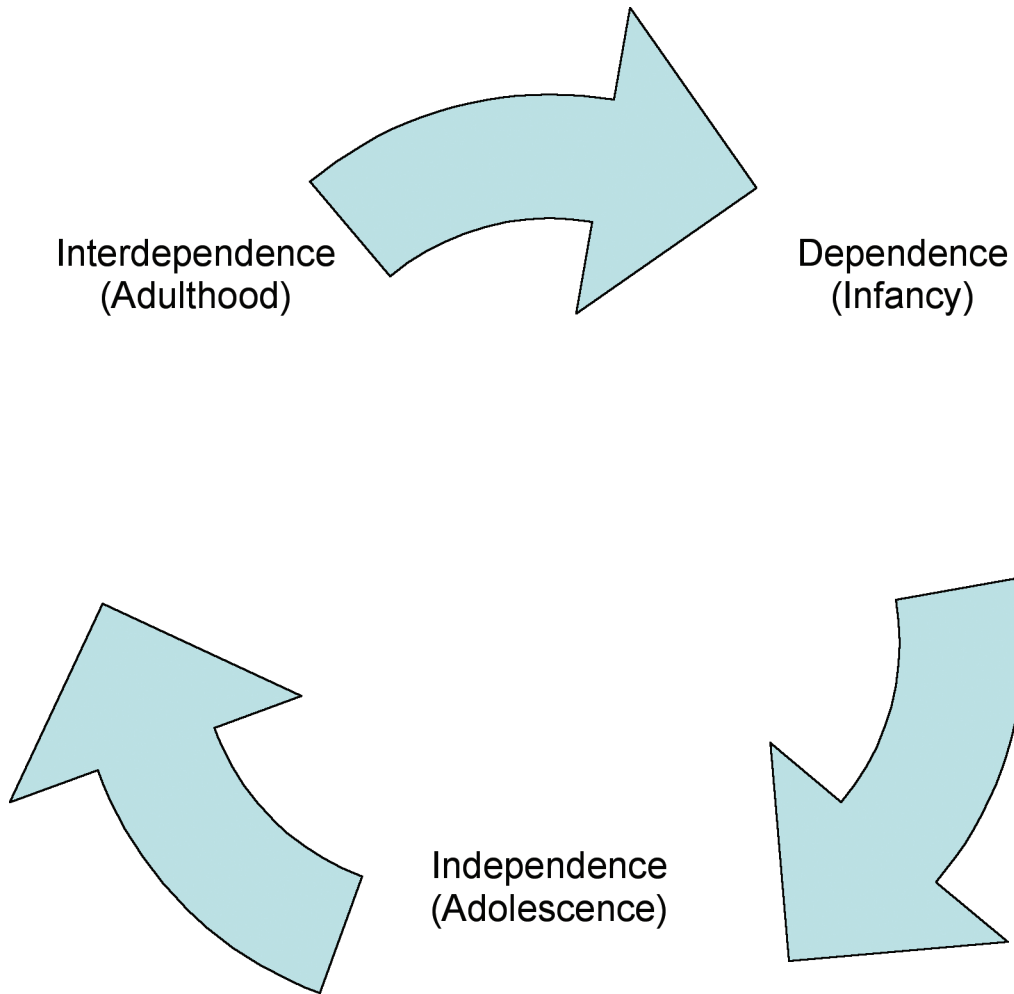
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## THE LIFE CYCLE



## DEPENDENCE, INDEPENDENCE AND INTERDEPENDENCE

# When the Dust Settles

## Teacher's guide and student worksheets

### BACKGROUND FOR TEACHERS: UNDERSTANDING ANGER

Anger is a universal emotion that has a powerful and often negative effect on our lives. The things that we do out of anger we tend to regret as they often harm our relationships, our well-being and may lead to violence. Anger is a secondary response to a primary emotion such as fear, betrayal or pain. It is difficult to rid ourselves of anger if we don't examine the source. Angry children and youth can learn to manage their anger, but it's important for teachers to recognize that some underlying problems may need to be addressed before angry children can cope with everyday frustrations. It's also important to remember that fear, betrayal, pain and frustration don't cause anger—anger is a choice.

### TEACHING IDEAS FOR GRADES 4-10

#### Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

#### Focus

Being angry is usually destructive to ourselves and others and we can learn better ways to manage our anger.

#### Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way



# When the Dust Settles

## Lesson

Duration: 45 minutes

### Teacher preparation

- View the film **When the Dust Settles** with the discussion questions and/or Worksheets 1 and 2 (pages 5 and 6) in hand. Write down your own observations and add any questions/comments not included in discussion or worksheet.
- Photocopy Worksheets 1 and 2 for students.
- Order a DVD projector for the classroom.

### Learning objectives

Students will:

1. Distinguish between frustration and anger.
2. Identify anger in themselves and others by recognizing anger cues and triggers.
3. Explore negative consequences of acting out in anger.
4. Learn steps to problem solving as a strategy for managing anger.

## Activities

### A. Previewing Activities

1. Gather students in a large group and begin a discussion about ANGER. Suggest that FRUSTRATION (something getting in the way of what we want) is part of everyday life, and we often choose to get angry when we are frustrated. On the board write down a typical day for most students and ask them to raise their hands to indicate when they experience frustration. For example:
  - Someone waking you up in the morning
  - Sharing bathroom space
  - Driving, walking or taking the bus to school
  - Being assigned homework
  - Watching television with someone else who has the remote control

You may elicit other typical examples of everyday frustration from students. Then ask: *What happens when frustration turns to anger? What is the difference between frustration and anger?* Explain that anger affects us physically and usually happens when we fear something, are hurt or betrayed by someone, or are in pain. Our bodies respond dramatically to anger and often this is the cue that we are in danger of losing our temper or doing something we will regret.

2. Students can complete Worksheet 1 to understand more about anger and their reactions. After students have completed the worksheets, they can share their ideas in pairs or hand them in to the teacher. Explain that **When the Dust Settles** will demonstrate what happens when anger gets carried away.

### B. View *When the Dust Settles*

# When the Dust Settles

## C. Post-viewing activities

### 1. IDENTIFYING ANGER

Have younger viewers retell the story to determine which elements they caught and which ones they may have missed. Ask students to recall points in the film when the gophers were very angry. Discuss how the gophers responded to their anger. What were the consequences?

Watch the film again and have the group identify (by raising their hands) each point in the conflict where one or the other gopher could have chosen a different response. Ask: *How would the situation have been different if the gophers had been able to see each other all along? How did fear contribute to the situation? What other factors contributed to the situation?*

### 2. PROBLEM SOLVING—A STRATEGY TO MANAGE ANGER

Introduce PROBLEM SOLVING as a strategy to manage anger by handing out Worksheet 2 and reviewing the STEPS TO PROBLEM SOLVING. Ask students to give examples of how these steps might work in angry situations. Students can finish the rest of Worksheet 2 individually or in groups.

## D. Closing reflections

Ask students to hand in worksheets and to re-group for a closing discussion. Invite students to each share one thing they learned from the film and/or have them write a reflective paragraph that addresses the following questions:

*At the end of the film, the gophers are confronted by another dirt-slinger. What can they do to prevent another angry episode? What can be done to prevent anger in our school?*

Students can finish the paragraph at the end of class or for homework.

## Suggested assessment and evaluation

- Completion of worksheets.
- Participation in large group discussion.
- Evaluation of worksheets and reflective discussion/paragraph to determine if learning objectives (page 2) were successfully met.

# When the Dust Settles

Name: \_\_\_\_\_

## Extension

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Divide the class into pairs and ask students to think of a typical conflict over territory. Then ask students to:

- Act out a scene of conflict, over noise or a mess, between friends, siblings or neighbours.
- Role-play this in two ways: first as neighbours who don't communicate or problem-solve and are driven to angry revenge (such as deliberate sabotage of property, or rumour-mongering), then as neighbours who are better at communicating and problem solving

### Closing reflections

After the role-play, ask the class to discuss the importance of respect for one another's space. You may note that neither a messy nor a neat work or living space is right or wrong. Either may be right if one is comfortable. Respect involves not imposing conditions on anyone or encroaching on anyone's area without being asked.



# When the Dust Settles

Name: \_\_\_\_\_

## Worksheet

1

What are your anger cues?

Anger is often a destructive emotion and some of us don't even know we're getting angry until it's too late! Below are some ways to help you understand when you're angry.

Have you ever been angry? Describe the situation below. Focus on the facts and YOUR response to the situation.

One day, I found myself in a very frustrating situation...

(Continue the story adding details about what happened, when it happened, where it happened and who was there.)

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The person I was angry with contributed to the situation by...

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I knew I was angry because my body started to give me ANGER CUES. I began to...

(Choose one or more of these options or add your own: shake, become red in the face, raise my voice, get an upset stomach, clench my teeth.)

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I responded to this anger by...

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I wish I had responded in the following way...

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# When the Dust Settles

Name: \_\_\_\_\_

## Worksheet

2

**PROBLEM SOLVING**—A strategy to help manage your anger:

**When You Are Angry, Instead Of Exploding, Try To:**

1. IDENTIFY the problem by trying to get at the “root cause” of the anger—is it fear, betrayal or pain?
2. BRAINSTORM at least 3 ways the root cause can be dealt with.
3. CHOOSE ONE response that will not cause further harm but will lesson the fear, the feeling of betrayal, etc.
4. ACT upon your choice.
5. EVALUATE the success of your response by judging whether you are still angry and if the situation can now be resolved.
6. TRY AGAIN. If the initial choice doesn’t make things better, CHOOSE another response and see if it works.

In the film **When the Dust Settles**, the tidy gopher could have responded differently when first provoked by the sloppy gopher and the sloppy gopher could have also made some different choices.

In a paragraph, explain to the gophers what you have learned about anger that might have helped them.

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See if you can offer the gophers 3 different choices or responses that they could have made that would have prevented the destruction of their homes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_